



KentuckyHistoricalSociety

***TORN WITHIN & THREATENED WITHOUT***

KENTUCKIANS IN THE CIVIL WAR ERA



## Pre-Visit Activity

8<sup>th</sup> Grade

### *Introductory Video and Comic Book Excerpts*

#### **Overview:**

This pre-visit activity is designed to introduce students to the HistoryMobile and engage them in discussion and critical thinking. As a class, students will watch and discuss the HistoryMobile's introductory video and excerpts from the HistoryMobile comic book. These pre-visit activities are designed to complement a larger project-based student experience that includes a visit from the HistoryMobile and post-visit activities. All HistoryMobile activities support Common Core English Language Arts standards.

**About the Exhibit:** The HistoryMobile exhibit "Torn Within and Threatened Without: Kentuckians and the Civil War Era" features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can explore the difficult decisions Kentuckians faced during the Civil War.

#### **Time Required:**

1 Hour

#### **Common Core Standards Addressed:**

##### **English Language Arts » History/Social Studies » Grade 6-8**

##### *Key Ideas and Details*

- ❖ CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- ❖ CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

##### *Craft and Structure*

- ❖ CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- ❖ CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- ❖ CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### ***Integration of Knowledge and Ideas***

- ❖ CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

### **Essential Resources:**

- Multimedia display with internet access
- [Introductory Video](#) (Click to Access)
- [HistoryMobile Comic Book Excerpts](#) (Click to Access)\*

### **Vocabulary:**

Civil War: *a war between opposing groups of citizens of the same country*

Confederate: *the Southern States.*

Primary source: *an artifact, document, recording or other source of information that was created at the time of study.*

Secondary Source: *an account or interpretation of an event by someone without first-hand experience.*

Slavery: *the state or condition of being a slave; a civil relationship whereby one person has absolute power over another and controls his life, liberty, and fortune.*

Union: *the Northern States.*

### **Activity**

#### **1. Students Watch and Discuss HistoryMobile Introductory Video (20-30 minutes)**

##### **a. First viewing of the video.**

##### **1) Discussion Questions:**

##### **1. Describe:**

1. What characters stood out to you?
2. How is the information in the video presented? e.g. Sequentially, comparatively, or causally?

##### **2. Analyze:**

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\* If this link does not work, try pasting the following link into your internet browser:

<https://www.dropbox.com/s/rrpod1k4s2mhs56/Comic%20Book%20Excerpts%20%28Final%29.pdf>.

1. What themes can you identify in the video?
2. What choices did the characters face?
3. Interpret:
  1. What is the main idea of the video?
  2. What does the video suggest about life in Kentucky during the Civil War?

b. Second viewing of the video

1) **Discussion Questions:**

1. Describe:
  1. What new things did you notice in watching the video a second time?
2. Analyze:
  1. Does the source seem credible?
  2. Is the video a primary or secondary source?
3. Interpret:
  1. Why were Kentuckians so divided?
  2. Why are choices so important?

**2. Students read and discuss HistoryMobile comic book excerpts (20-30 minutes)**

1) **Discussion Questions:**

1. Describe:
  1. What stood out to you in the comic excerpts?
2. Analyze:
  1. What character did you like the most?
  2. Is the comic a primary or secondary source?
3. Interpret
  1. What does the video suggest about life in Kentucky during the Civil War?